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ABSTRACT

This annual report describes the work of the National Board for Professional Teaching Standards (NBPTS), noting that in 2001, it launched five new certificate fields and introduced the Next Generation of National Board Certification assessments. It also worked with local, state, and federal policy makers who provide incentives for candidates and NBPTS certified teachers (NBCTs). The report focuses on: raising the bar (a record-setting year for NBCTs and new candidates); raising aspirations (Next Generation certification arrives); raising support (state and local incentives to support National Board initiatives, corporate and foundation partners in accomplished teaching, the opening of the first regional service centers, and state and regional networks of NBCTs and friends); raising NBPTS sights (NBPTS collaborates with colleges and universities); and raising inspiration (NBCTs achieve top honors and national awards, and studies measuring the impact of NBPTS certification have positive results). Four sidebars describe NBPTS partners, examine how digital technology creates virtual mentoring, explain that NBCTs take the lead in advocacy for accomplished teaching, and note that NBPTS Directors supply diverse talents and perspectives. (SM)

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National Board for
PROFESSIONAL
TEACHING
STANDARDS™

Raising the Standard

2001 ANNUAL REPORT

Celebrating 15 Years of Dedication to Advancing Accomplished Teaching

1987 – 2002

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mission **Statement**

The National Board's mission is to advance the quality of teaching and learning by:

Maintaining high and rigorous standards for what accomplished teachers should know and be able to do,

Providing a national voluntary system for certifying teachers who meet these standards, and

Advocating related education reforms to integrate National Board Certification in American education and to capitalize on the expertise of National Board Certified Teachers.

letter from **the board chair**

The National Board for Professional Teaching Standards achieved significant progress in 2001. I believe the most tangible evidence of progress is reflected in the new mission statement adopted by the Board of Directors as part of our new strategic plan. For the past 14 years, the National Board has steadfastly adhered to its mission statement, an expression of values and goals that was amended for the first time in 2001. At first glance, the wording changes may appear minor, yet they represent acknowledgement of goals accomplished and of new goals envisioned and within our reach.

The original mission statement spoke of an organization that would "establish" high and rigorous standards for what teachers should know and be able to do. The new mission statement speaks of an organization that will "maintain" those standards. Where the original mission statement called for the "development" of a national, voluntary assessment system, our new goal is to "provide" the already existing system.

While the National Board continues to develop standards for new certificate fields and improve the assessments for existing certificates, in essence, we have achieved our original goals. In 2001, the nation's ranks of more than 16,000 National Board Certified Teachers represented all 50 states and 19 certificate areas. By December 2001, portfolios were available for a total of 24 certificates. In addition, all the assessments for the 2001–2002 school year have been put forward in our Next Generation template, enhancing the efficiency of the process and enabling us to work with far larger candidate volumes than initial designs could accommodate.

While the original mission also challenged the National Board to "advance related education reforms," the new statement is far more specific: We will advocate "for the integration of National Board Certification in American education and will seek to capitalize on the expertise of National Board Certified Teachers." Initiatives centered on the National Board's work can be found in teacher preparation, licensure, teacher leadership, compensation, standards-based professional development and technology.

The most significant change in our mission statement is found in the new opening statement: "The National Board's mission is to improve the quality of teaching and learning." Perhaps that goal was always assumed, or taken for granted. But now this clear, bold statement grounds all the work we do and gives added imperative to our increasingly important research agenda. The year 2001 was remarkable for the National Board, not just for what we accomplished, but for the future goals we established for ourselves.

Barb Kelley
Chair, NBPTS

message from the president

This year offered many opportunities for celebration. The National Board for Professional Teaching Standards experienced a record-setting year, both in the number of teachers achieving National Board Certification and in the number of new candidates seeking certification. We are well on our way to achieving our goal of 100,000 National Board Certified Teachers (NBCTs) across the country by 2006. Our NBCTs were honored with several national education awards, including National Teacher of the Year (from a field of four finalists—all NBCTs) and 24 Milken award honorees.

The work of the National Board for Professional Teaching Standards took on many additional forms in 2001. We launched five new certificate fields, and we introduced the Next Generation of National Board Certification assessments. We maintained our commitment to partner with colleges and universities to prepare young people for teaching careers by infusing their curriculum with National Board standards for teachers.

We began to expand our base of support significantly from both public and private sector sources. The National Board has attracted substantial and, in some cases, long-term financial support from businesses and foundations that endorse accomplished teaching. They are important partners that fund operations, underwrite materials to help recruitment efforts and provide financial assistance to help teacher-candidates cover assessment fees.

Additionally, we worked diligently with local, state and federal policy makers who provide incentives for candidates and NBCTs. Currently, 48 states provide a range of incentives from salary stipends to professional development credits to college course credits. The most interesting phenomenon is that more than 400 individual school districts across the country are now offering a wide array of inducements, including fee support, release time for portfolio preparation and bonuses.

These benefits to National Board Certified Teachers are indeed a tremendous reward for accomplished teachers. In addition, studies completed in 2001 presented evidence that teachers who achieve certification report gains in their students' motivation and performance. NBCTs tell us they benefit from increased self-confidence, higher job satisfaction and a desire to mentor new teachers. Those findings support my belief that National Board Certification is the most rewarding professional development experience in the nation.

Further, as I travel across the country, I can personally attest to the extraordinary positive energy in NBCTs. They continue to inspire me as they organize networks to support one another, take on leadership roles, and advocate for accomplished teaching to parents, community members and policy makers. We must all champion accomplished teaching if we are to improve student learning in America.

Betty Castor
President and CEO, NBPTS

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raising **The Bar**

A Record-Setting Year for NBCTs, New Candidates

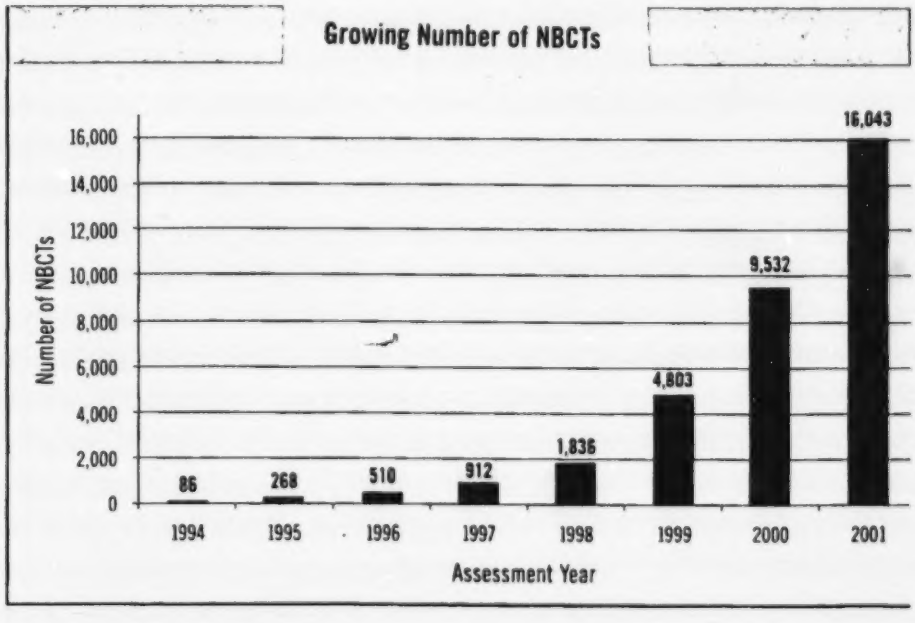
"After teaching for 21 years, I was feeling stale. I needed a spark. Now, after becoming a National Board Certified Teacher, I'm feeling alive about my teaching again. You come out of the process a better teacher—no doubt about it. And that means you're making kids better students."

Dave Schneider, NBCT, Early Adolescence through Young Adulthood/Career and Technical Education, Charlotte, North Carolina

The most obvious proof of how National Board Certification is gaining acceptance as a touchstone of teaching excellence can be found in the number of teachers who choose to pursue this rigorous, performance-based assessment. In 2001, 6,509 teachers from 49 states and the District of Columbia—up from 4,727 in 2000—achieved certification, bringing the cumulative total of teachers with their profession's highest credential to 16,043.

A further demonstration of progress toward improving student learning is another new record—the number of first-time candidates. During the 2001-2002 school year, approximately 18,000 teachers are working toward National Board Certification, a 35 percent increase over the previous year. However ambitious it once may have seemed, the goal of 100,000 National Board Certified Teachers (NBCTs) teaching in classrooms across the nation by 2006 is clearly within reach.

National Board Certification is a voluntary advanced certification, based on high and rigorous standards. Through a nearly yearlong process, teachers must document their subject matter knowledge, provide evidence that they know how to teach their subjects effectively, and demonstrate their ability to manage and measure student learning.



"The National Board Certification process makes you consider why one teaching method is better than another and why you need to consider different learning styles to accommodate all your students. I did a lot of these things before, but now I do them at a deeper level."

Diane Zuick, NBCT, Early Childhood/Generalist, Portage, Indiana

As more teachers seek National Board Certification, an increasing number of students, schools and communities share the benefits of what many educators call the best professional development experience of their careers. According to surveys conducted of NBCTs and teacher-candidates (see page 15), working toward National Board Certification motivates and reenergizes teachers, infuses classroom teaching with best practices, and sustains committed, reflective educators. Most importantly, the majority of National Board Certified Teachers report positive changes in their students' engagement, achievement and motivation.

These successes have helped produce the great advances in the number of teachers deciding to seek National Board Certification, along with the growing support within schools and in the larger community as a central strategy for improving student learning. As Roberts T. Jones, president/CEO of the National Alliance of Business, notes, "There is a universal need for National Board Certified Teachers in every school in the country. It is extremely important for teachers to see in front of them career ladders and opportunities to enhance their profession. The most widely respected and supported example of that is National Board Certification because it ensures a quality standard of recognition."

Betty Castor, NBPTS President and CEO, celebrates with new and veteran NBCTs from Charlotte-Mecklenburg Schools.

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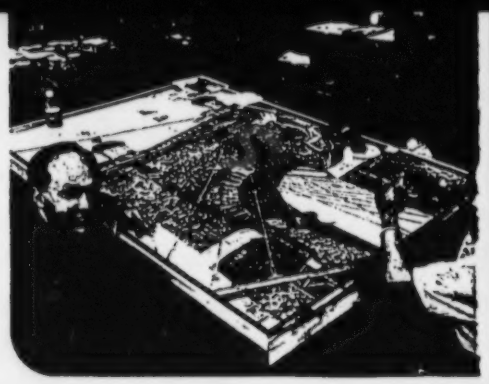
raising **aspirations**



NBCTs at the School for the Creative and Performing Arts in Cincinnati, Ohio.

Next Generation Certification Arrives

All candidates for National Board Certification in 2001–2002 will experience the Next Generation of assessments, which reflect modifications resulting from feedback from candidates and expert analyses of the process.

The Next Generation of National Board Certification remains rigorous and intellectually challenging. Yet with the experience of scoring thousands of assessments, NBPTS has redesigned the portfolio and assessment center exercises to complement and support each other more efficiently. "The Next Generation of National Board Certification still requires teachers to think hard and creatively about why they do what they do in the classroom," says NBPTS President Betty Castor.

"These are top quality people. When a teacher achieves National Board Certification, that teacher has gone through a process resembling a demonstration of levels of mastery to an extremely high standard."

John Deasy, Superintendent, Santa Monica-Malibu (California) Unified School District

The process has been evolving since the first assessments were conducted in 1993–1994. While the assessments have used the same format for the last three years, the National Board continued to experiment with several models, taking into consideration candidate feedback along with input from the Educational Testing Service and Harcourt Educational Measurement.

Improvements to the assessment include consolidating the number of portfolio entries, and converting assessment center exercises from four 90-minute scenarios to six 30-minute assessment prompts. Previously, the demands of the portfolio and the goals of the assessment center overlapped. Now the assessment complements, but does not repeat, the portfolio.

Two new sets of standards are in development in Health Education and Early and Middle Childhood/Literacy: Reading–Language Arts. Second editions of standards were launched in six areas and certificates were revised based on the second edition standards: Early Adolescence/English Language Arts, Adolescence and Young Adulthood/Mathematics, Early Adolescence and Young Adulthood/Art, Early Childhood/Generalist, Middle Childhood/Generalist, and Early Adolescence/Generalist.

Late in 2001, the National Board approved assessment center exercises for certificates in two levels of Music, two levels of World Languages Other than English, and one level of Library Media.

"While continuing to expand our framework of standards and assessments, what remains constant about the assessment process," Castor explains, "is the National Board's commitment to high standards of accomplished teaching, performance-based assessments, and its Five Core Propositions for what teachers should know and be able to do."

raising **support**

"Good teachers make good students. I'm pleased that Ohio is a national leader in the number of National Board Certified Teachers and that the children of our state are benefiting from the commitment and dedication of these teachers."

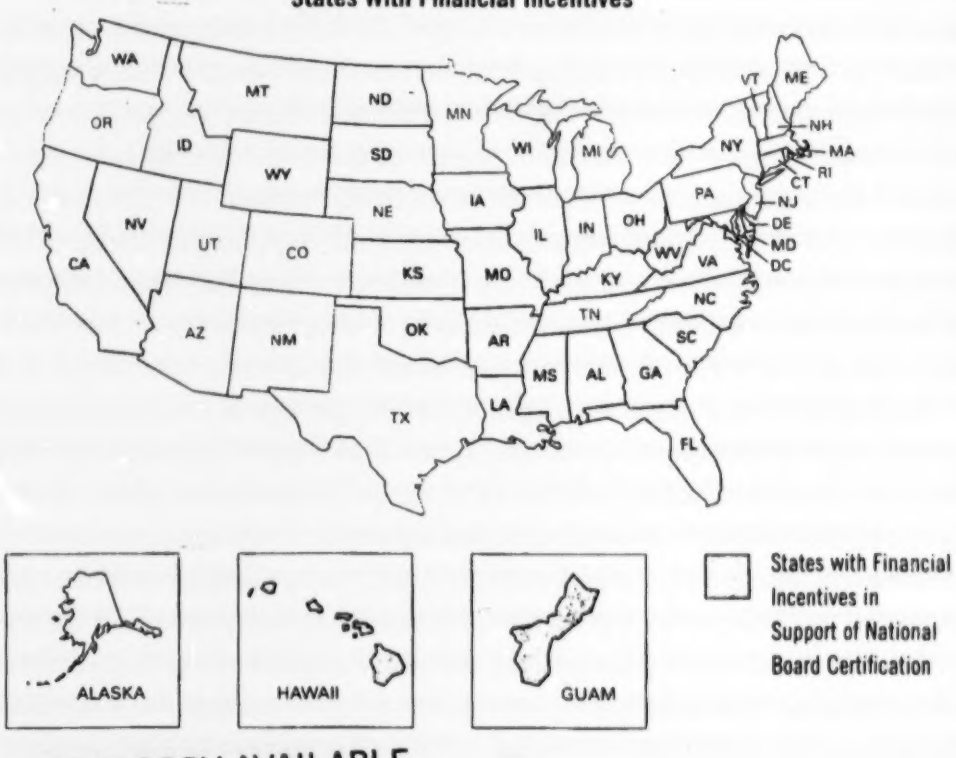
Ohio Governor Bob Taft (left, with NBPTS Vice Chair Bob Wehling)

State and Local Incentives Support National Board Initiatives

Public support for National Board Certification is on the rise across the country. NBPTS continues to witness a steady increase in the number of local school districts and states that are instituting incentives for teachers to seek National Board Certification and for NBCTs to share their expertise with colleagues. Teachers considering their candidacy often find incentives and recognition that encourage them to seek National Board Certification and that acknowledge their commitment to sustaining high quality teaching practices in America's classrooms.

As of December 31, 2001, 48 states and nearly 400 localities, including the District of Columbia, have enacted legislative, regulatory or policy action creating incentives and recognition for teachers seeking and achieving National Board Certification. As a demonstration of their commitment to accomplished teaching, these states and localities offer a range of incentives that may include: salary supplements, full or partial fee support, full or partial credential reciprocity, state license renewal, time to complete the portfolio, and stipends for mentoring new teachers and new candidates for National Board Certification.

States With Financial Incentives



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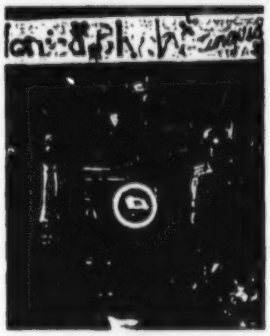


"We know that the best way to improve student achievement is to offer the highest quality of teaching to all students. Increasing the number of National Board Certified Teachers is one of the greatest benefits we can provide to students."

California Governor Gray Davis

Corporate and Foundation Partners in Accomplished Teaching

With America's corporations and foundations providing financial and in-kind support, the National Board for Professional Teaching Standards has momentum essential to achieving its goals. The business community is investing in better teaching, better learning and better schools, which will contribute to a stronger workforce. The National Board is proud to recognize the support of these recent donors and partners in support of accomplished teaching:

The following corporations and foundations supported programs on a national level:

- A grant from **Washington Mutual Foundation** funded a national scholarship program for teachers pursuing National Board Certification and the development of materials and information to encourage today's NBCTs to become leaders in their field.
- The **Atlantic Philanthropies** is supporting a conference to greatly expand research studies and examination of the National Board's programs, processes and impact. In addition, this organization has made a multi-year commitment to advance the use of technology as the National Board scales up across the nation, and to support efforts to integrate technology into the National Board standards for accomplished teaching.
- **AT&T** and **Apple Computers** joined with the NBPTS and the **International Society of Technology in Education** (ISTE) to create an online "digital library" of videos, lesson plans and student work samples to be used as part of a mentoring program with participating colleges of education.
- The **Pew Charitable Trusts** is expanding outreach efforts to increase the number of candidates for National Board Certification through candidate recruitment kits, new recruiting advertisements, and candidate recruitment forums.
- **State Farm Insurance** has supported the National Board's Partners in a Learning Community program by funding candidate fees, media outreach, and support of the NBPTS Speakers Bureau.

- A gift from the **Rockefeller Foundation** boosted the capacity of NBCTs to reach out to their communities on issues of accomplished teaching and to promote the benefits of National Board Certification through the program, Teaching America About Accomplished Teaching.
- **Xerox Corporation's** donation provided operating support for the National Board to augment resources critical for achieving the goal of 100,000 National Board Certified Teachers by 2006.

The following corporations and foundations supported programs at the local level:

- The **DeWitt Wallace-Reader's Digest Fund** made a multi-year grant to promote National Board Certification in pilot programs in Cullowhee, North Carolina; St. Paul, Minnesota; San Antonio, Texas; and the Delta region of Mississippi.
- The **Donnell-Kay Foundation** and **Rose Community Foundation** provided operating support for candidate outreach and recruitment in Colorado in 2001.

Partners committed for long-term progress

The National Board could not achieve its goal of increasing the number of NBCTs in classrooms across the nation without the support of foundations and corporate sponsors that share its long-term commitment to improve student learning. For example, The Pew Charitable Trusts have provided key support for more than 10 years to promote NBPTS and National Board Certification. Most recently, Pew made a $1 million grant that enables the National Board to expand outreach efforts and build awareness of National Board Certification by developing candidate recruitment programs and creating informational materials for teachers, principals, school board members, parents and the media.

Another crucial sponsor has been the Washington Mutual Foundation, which has invested more than $1.4 million in two major initiatives to expand the number of National Board Certified Teachers. In partnership with NBPTS, Washington Mutual has created the largest privately funded national scholarship program for hundreds of teachers pursuing National Board Certification.

The grant also supports the development of materials and information to encourage today's NBCTs to engage in leadership roles, such as mentoring new teachers and introducing experienced teachers to the National Board Certification process. As part of that initiative, Washington Mutual provided funding for a Teacher-to-Teacher recruitment toolkit for NBCTs to use as they introduce colleagues to the benefits of seeking National Board Certification. The toolkit includes posters, postcards for teachers who want more information about certification, a guide on presentation tips and information about the National Board.

"Research clearly shows that investment in our teachers pays big dividends in student achievements. And the National Board Certified Teachers are a great example of teachers taking initiative to improve their own skills and ultimately helping students meet very high performance standards."

Kerry Killinger, Chairman, President and CEO, Washington Mutual

- The **John S. and James L. Knight Foundation** provided support for a comprehensive program in the Charlotte-Mecklenburg, North Carolina, school district, increasing the number of National Board Certified Teachers through outreach and support programs, and integrating the National Board standards into the professional development curriculum.
- The **W. Clement and Jessie V. Stone Foundation** provided key support for the leadership training of National Board Certified Teachers, teacher mentoring and two NBCT regional meetings.

First Regional Service Centers Open

The National Board began launching regional service centers in 2001, opening offices in North Carolina and Massachusetts to assist the National Board and NBCTs in their outreach and continuing education efforts and to support candidates for National Board Certification.

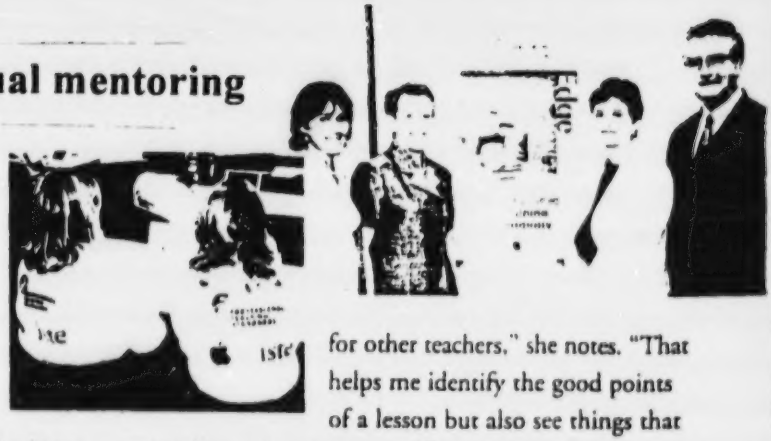
Since its opening in spring 2001, the Raleigh, N.C., office has been working with NBCTs and support groups for teacher-candidates seeking National Board Certification in the southeast region, which, to date, is home to more than a third of the nation's NBCTs. Karen Garr, who formerly served as teacher-advisor to NBPTS founding chair and former governor Jim Hunt, is director of the new office.

"The idea behind the service centers is that they would be microcosms of the National Board, so I work in all areas: candidate support, teacher leadership, connections to higher education and, of course, outreach," Garr explains. She works with accomplished teachers in North Carolina, South Carolina, Georgia and Tennessee to further the mission of the National Board.

From the northeast office in West Harwick, Massachusetts, former teacher and administrator Tom Johnson crisscrosses New England, meeting with teachers, district superintendents, college deans and state education officials about the best way to parlay the expertise of NBCTs and support candidates seeking National Board Certification.

"I try to use my regional history [of New England] to build solid relationships with influential people so that they will support and maintain the vision and values of NBPTS," Johnson says.

'Digital Edge' creates virtual mentoring



A collaborative project invoiving NBPTS, AT&T, Apple Computers and the International Society of Technology in Education is testing the power of technology to allow accomplished educators to "invite" future teachers into their classroom for a firsthand look at the most effective ways to help students learn.

In 2001 "Digital Edge: Accomplished Teaching with Technology" equipped NBCTs in nine states with digital video hardware and software so they can record, edit and share classroom experiences, lesson plans and student work samples in a mentoring program with participating colleges of education.

For example, Carolyn Gilbert, NBCT, Middle Childhood/Generalist, North Carolina, video-recorded a unit on famous people in which students used technology to research biographies and word processing to create "bio-poems" about their subjects.

"Fifth graders these days already have a lot of technology skills, so we help them expand on what they already know while keeping the emphasis on the content area, not the technology," says Gilbert, who teaches at a magnet school with a focus on science and technology.

Participating teachers are learning how to use the latest digital video cameras, professional audio equipment, and Apple's new cutting-edge application for editing video, called iMovie. But for Karen Johnston, NBCT, Middle Childhood/Generalist, Maryland, the biggest impact on her teaching is not from the state-of-the-art hardware and software she is learning to use, but in the opportunities to reflect on whether and how that technology improves the learning environment.

"I'm not interested in using technology for technology's sake, but in how it helps students learn. And it certainly does seem to have special appeal for students with certain learning styles," Johnston says.

Gilbert also appreciates the opportunities for self-reflection. "When you're watching the videos as you edit, you're looking for what might be useful for other teachers," she notes. "That helps me identify the good points of a lesson but also see things that might need to be done differently next time."

Training for Digital Edge was conducted at the University of South Florida's College of Education. The project began in 2001 with a focus on the teaching expertise of 29 NBCTs in grades pre-kindergarten through six, and its second year will engage some 30 NBCTs in grades six and seven through high school.

A long time contributor to the National Board, AT&T has supported the organization for more than 15 years. Pairing up with Apple on this project is helping to build an online environment that will include opportunities for collaboration and professional development, portfolio artifacts, and access to the digital library of videos, lesson plans, student work samples, teachers' reflections, peer review and expert commentary. Online technology is enabling NBCTs to serve as "distance mentors" at three piloting universities: George Mason University, Louisiana Tech University and California State University at San Marcos. The mentors will work with university faculty, using the online resources and video-based lessons to train future teachers.

Digital Edge is one example of how the business community is partnering with NBPTS to actively support accomplished teaching. It will empower teachers who are among the best in the country, while demonstrating how technology can be a great asset for teachers.

"These lessons are from authentic classrooms with authentic kids. Everything is 100 percent real and unscripted," notes Glenn Rustay, NBCT, Middle Childhood/Generalist, Florida. "These videos will be great for beginning teachers to see."

"... National Board Certified Teachers have shown they are at the top of the class in my state and across the country. We know through research and experience that better teaching translates into higher student achievement. I also congratulate the current leadership of the National Board for Professional Teaching Standards for continuing to build on our original vision of what this organization could accomplish.

Former North Carolina Governor Jim Hunt, Founding Chair, NBPTS

State and Regional Networks of NBCTs and Friends

In 1995, 15 Colorado NBCTs chipped in $5 each to cover postage costs and organized one of the first state networks of accomplished teachers. Today the group numbers 91 teachers, each from a different district. The network's mission includes recruiting and supporting candidates for National Board Certification, seeking state support for incentives to achieve certification, and sharing teaching strategies.

The Colorado group is no longer alone. In the past few years, a variety of other networks have created grassroots regional and state organizations. Recognizing the importance of such groups to each other and to NBPTS, the board of directors in 2001 adopted a new policy that formally recognizes the networks and extends assistance to those meeting specified standards. Those standards include a mission statement, objectives and activities consistent with the National Board's mission and vision of accomplished teaching; a diverse group of community members around a core group of NBCTs; and a partnership with the National Board to promote teacher leadership, connect network participants with teacher leadership opportunities, and help recruit candidates, assessors and others to bring National Board Certification to scale. The groups agree to remain, like the National Board, a nonpartisan organization.

The networks can look to Cathy Owens, NBCT, Early Adolescence/English Language Arts, North Carolina, and Teacher Leadership Networks Manager for the National Board, for organizational support. Owens provides guidance to educators looking to create networks, and she identifies organizational how-tos and successful outreach strategies from existing networks.

"Some areas already have key people in place, and now they just have to get together," Owens notes. "In other regions, it's three teachers talking on the phone and asking how they can find other NBCTs and supporters out there."

Owens emphasizes to the networks that they will be most successful when they invite diverse stakeholders to join. "Those people are key players in different fields representing different audiences, and they can help to get the message out to those diverse and sometimes hard-to-reach audiences," she says.

Opposite: (left photo) Two NBCTs participate in the Digital Edge training at the University of South Florida.

(right photo) From left, Karen Jordan Cator, Senior Manager, Educational Leadership Initiatives, Apple Computers; Betty Castor, NBPTS President and CEO; Heidi Rogers, Past President, International Society of Technology Education (ISTE); H. Edwin Steiner, Interim Dean, College of Education, University of South Florida.

NBCTs take the lead in advocacy for accomplished teaching

The most effective leaders for accomplished teaching are the teachers themselves.

In 2001, the NBPTS Teacher Leadership Program helped increase the influence of accomplished teachers in the education field and engage NBCTs in candidate recruitment and support, continuing professional development, advocacy, and outreach.

Notable among those efforts was the Teaching America About Accomplished Teaching project funded by the Rockefeller Foundation, in which 60 NBCTs worked in their school districts, communities and states to educate colleagues, citizens and policy makers about how accomplished teaching and teacher leadership improve student learning. The establishment of a networks policy, sponsorship of a teacher leadership survey and creation of a candidate recruitment kit are other examples of how the National Board has supported leadership opportunities for NBCTs.

How teachers have capitalized on those opportunities demonstrates the power of grassroots advocacy. In North Carolina, for example, NBCTs who participated in the Teaching America About Accomplished Teaching project organized regional and statewide coalitions to sustain and extend the reach of accomplished teaching. The dual aims of those networks are outreach and ongoing support for NBCTs and candidates for National Board Certification, says Sheryn Northey, who cochairs the state coalition.

"We want informed parents and community members to become advocates for quality teaching," she says.

At the same time, North Carolina teachers envision organizing action research to generate data from classrooms across the state to support advocacy on issues such as student performance and testing.

Even in states where National Board Certification is not yet a household term, NBCTs are taking on leadership roles. For instance, Margaret Bowles, NBCT, Middle Childhood/ Generalist, Montana, spent much of 2001 crisscrossing the expanses of her state to recruit candidates for National Board Certification and seek support for state-funded incentives.

Bowles finds great professional satisfaction in her outreach to colleagues, district administrators, school board members, legislators and parents' groups. "I don't believe you can talk the talk without walking the walk when you get this invested in something," she says. "Whenever I spoke, I wove the Five Core Propositions into my presentation, and that has kept them alive and well in my classroom."

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raising **Our Sights**

NBPTS Collaborates with Colleges and Universities

"National Board Standards are the cornerstone for our entire program at South Carolina State University."

Earline Simms, Vice President for Academic Affairs, South Carolina State University, Orangeburg, South Carolina

Since its creation, the National Board has worked closely with institutions of higher education, beginning with their review of the draft standards and a field test of the assessment packages and operating system for the first two National Board certificates. Today, 438 higher education initiatives throughout the country—representing one-third of the 1,300 colleges and universities with education programs—support teachers in training, new teachers, and candidates for National Board Certification in a variety of ways:

- alignment of advanced degree and pre-service programs with National Board standards;
- incorporating the standards into coursework;
- conducting research relating to National Board standards and certification;
- creating new courses specifically for teachers considering or pursuing National Board Certification; and
- engaging NBCTs as adjunct professors, advisors to deans, and clinical supervisors.

"The National Board for Professional Teaching Standards is a unique and unparalleled resource for the improvement of teaching in the United States."

Gary Sykes, Professor Michigan State University, E. Lansing, Michigan

"With increasing frequency, faculty members in schools, colleges and departments of education are designing new programs grounded in the National Board's Five Core Propositions," explains Stephanie A. Epp, NBCT, Early Childhood/Generalist, Iowa, and NBPTS Executive Associate for Higher Education Initiatives. "Students preparing for careers in education and teacher-candidates more often can find coursework that reflects the National Board's standards."

NBPTS also works with the National Council for Accreditation of Teacher Education (NCATE) to align advanced master's degrees with National Board standards as a framework for teacher development and for the redesign of master's degree programs. In April 2001, the two organizations brought together several hundred university faculty, administrators and NBCTs for the Third Partnership Conference for Graduate Programs.

The Conference provided a forum for exploring the continuum of teacher development, the improvement of teacher development and preparation, and the use of professional standards in programs. Sessions also focused on identifying the promise and pitfalls of curriculum design based on standards, accomplished practice, and performance assessment for faculty, graduate students and institutions.

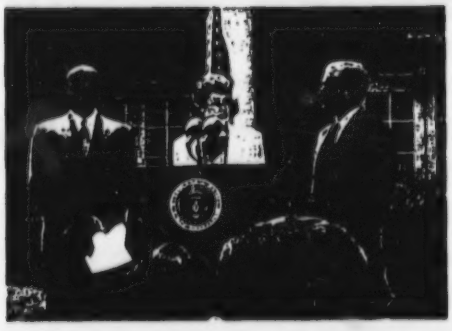
To help sustain this steady progress in educating university faculty about National Board Certification, the Fourth Partnership Conference will be held in April 2002 in Reston, Virginia.

raising **inspiration**

NBCTs Achieve Top Honors, National Awards

NBCTs and teacher-candidates across the country cheered when Vermont's Michele Forman, NBCT, Adolescence through Young Adulthood/Social Studies-History, was named National Teacher of the Year in a White House ceremony in spring 2001.

Forman is the first Vermont teacher and the second NBCT to receive the honor. In 1997, it was awarded to Sharon Draper, NBCT, Early Adolescence/English Language Arts, Ohio. Also distinguishing the 2001 honor was the fact that Forman and the other three finalists all are NBCTs. The other three finalists were Tonya Perry, NBCT, Early Adolescence/English Language Arts, Alabama; Derek Minakami, NBCT, Adolescence through Young Adulthood/Science, Hawaii; and Christa Compton, NBCT, Adolescence through Young Adulthood/English Language Arts, South Carolina.



Michele Forman (center), NBCT, named National Teacher of the Year in a White House ceremony.

Forman says she wants to participate in the national dialogue on education and strengthen teachers' voices. "We're the ones who are in the classroom working with children and young people," notes Forman, who now serves on the NBPTS Board of Directors. "I will put heavy emphasis on the enormous potential that our young people hold, the critical role that teachers play in developing that potential, and the importance of creating communities for supporting young people and nurturing them."

Describing National Board Certification as her greatest professional development experience, Forman adds, "I would hope this becomes a model for the nation. I am a better teacher because of National Board Certification."

Another NBCT honored with a national award in 2001 was Dr. Sherry Maddox-Adams, NBCT, Middle Childhood/Generalist, Georgia, who received the Excellence in Teaching Award from the National Council of Negro Women (NCNW). Among her contributions to the teaching field are the programs Children Addressing Needs, which encourages students to assist homeless people, and Bringing Our Boys Back, which identifies underachieving African American males and helps them reach their academic potential while striving to alleviate behavioral problems.

The NCNW recognized two other NBCTs in 2001: Subira Aleathia Kifano, NBCT, Early Childhood/Generalist, California, was honored with the Western Region award, and LaTanya Obijiofor, NBCT, Early Childhood/Generalist, Georgia, received the Southern Region award.

Twenty-four NBCTs were among recipients of 2001 Milken Educator Awards, an honor that includes a $25,000 award. Among those accomplished teachers was Mary Buss, NBCT, Early Adolescence/English Language Arts, Colorado. One of the first teachers in the country to achieve National Board Certification, Buss retired in 2001 from the NBPTS Board of Directors.

Washington, DC — Dr. Dorothy Height (left), Chairwoman and President Emerita, National Council of Negro Women, and Dr. Sherry Maddox-Adams, NBCT, NCNW's 2001 National Excellence in Teaching Award Recipient.

"I considered the first time I went for National Board Certification to be successful because it helped me understand where I was weak as a teacher. I learned what I needed to improve."

Dr. Sherry Maddox-Adams, NBCT
Awarded the 2001 Excellence in Teaching Award by the National Council of Negro Women

Studies Measure Impact of National Board Certification

In the same way that NBCTs look for ways to measure the effectiveness of their teaching, the National Board seeks evidence of the impact of National Board Certification on teachers and their students. Four studies conducted in 2001 demonstrate the strong influence National Board Certification has on students' involvement in learning, teachers' work in the classroom and their commitment as leaders in their field.

Early in 2001, NBPTS commissioned two comprehensive surveys to examine the impact of the assessment process on teachers who have achieved National Board Certification and the effect of the scoring process on the teachers who served as assessors. The results, reported in the NBPTS publication "The Impact of National Board Certification on Teachers," soundly reinforce the case for accomplished teaching:

- 80 percent of respondents said working toward National Board Certification was the best professional development they had ever experienced. Similarly, 80 percent of assessors said their participation was more effective than other professional development activities.
- 61 percent said the process of working toward National Board Certification had a greater impact on their teaching than achieving certification.
- 69 percent reported positive changes in student engagement in learning, achievement and motivation.
- 91 percent of respondents said National Board Certification had a positive impact on their teaching, and 83 percent said they have become more reflective about their work. Assessors also reported transferring the experience into their teaching practices.

In another survey, 92 percent of candidates for National Board Certification said the process has made them better teachers. Among the survey results released in the NBPTS Research Report "I Am a Better Teacher":

- 96 percent of candidates rated the process as "excellent," "very good" or "good" professional development.

"This is a very rigorous process, which is why not too many teachers have done it. It requires a teacher to really show expertise in their teaching area."

Sue Reposa, NBCT
Providence Journal Bulletin
Nov. 30, 2001

- A great majority of respondents (82 percent) said participation in the National Board Certification process enhances teacher interactions with students and with parents and guardians, and 80 percent said the process improved their ability to collaborate with colleagues.
- 89 percent of respondents said they are better equipped to create stronger curricula and evaluate student learning as a result of seeking National Board Certification, and 80 percent said the process helped them develop a framework to use state content standards to improve teaching.

A fourth survey sought to measure how National Board Certification increases leadership roles available to NBCTs and encourages them to seek out opportunities to become leaders in education. Accomplished teachers are confidently expanding their leadership roles in ways that benefit themselves, their students and schools, and the teaching profession, according to the 2001 NBPTS National Board Certified Teacher Leadership Survey.

Directors Supply Diverse Talents and Perspectives

The National Board for Professional Teaching Standards depends on our 63-member Board of Directors to provide direction, fresh ideas and highly visible support to sustain our pursuit of placing accomplished teachers in every classroom in the nation.Our board members know firsthand the impact of high-quality teaching. The majority of the board of directors is comprised of active teachers, regularly on the job in elementary, middle or secondary schools. "The main reason I'm so involved with the National Board is that I'm convinced that it's the most compelling professional development experience available for teachers" says Sara Eisenhardt, NBPTS Board Member and National Board Certified Teacher from Ohio.

Also, adding their valuable perspectives and expertise are school and district administrators, education association leaders, union presidents, university professors and deans, business leaders, mayors, governors, legislators, and even a Cabinet member. As board member Pat Forgione, Superintendent, Austin Independent School District and NBPTS Board member, states, "I am proud to be associated with a program that recognizes the work of our best teachers and provides the means for all teachers to build their expertise as they climb toward teaching mastery."These board members work together and individually to promote National Board Certification and accomplished teachers through outreach with organizations, policy makers and the media; working for the passage of important legislation; and seeking support in their hometowns, regions and states. Nancy Grasmick, NBPTS Board Member and Maryland State Superintendent of Schools, has worked diligently to bring National Board Certification to Maryland teachers. "We don't have nearly enough NBCTs in Maryland, and we are always on the lookout for new ways to coax veteran teachers into taking that important step. It is the best way I've yet found to re-engage teachers in this wonderful profession, and—ultimately—to make schools better for our students."

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National Board Certification "brings a lot of innovation into the classroom. Teachers are thinking about their practices, they're more creative, they're more risk taking."

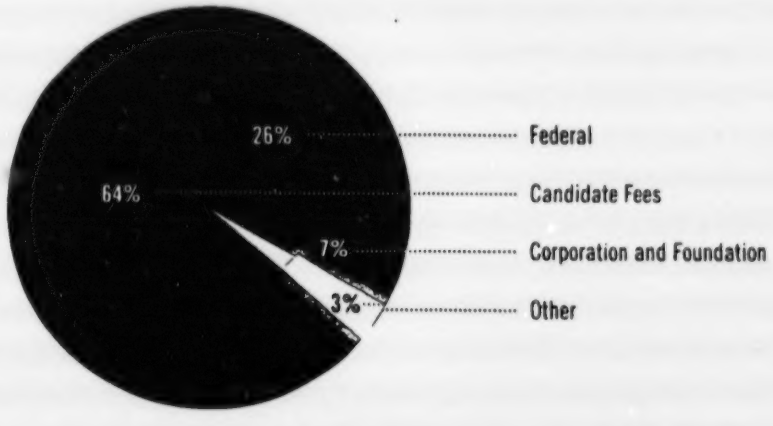
Lennette Coleman, Principal and NBCT, Middle Childhood/Generalist, Illinois
(as quoted in Catalyst. Voices of Chicago School Reform, October 2001)

Nearly all (99.6 percent) of NBCTs responding to the survey said they participated in at least one leadership activity; on average, respondents were involved in almost 10 leadership roles. The most common leadership activities included:

1. mentoring or coaching candidates for National Board Certification (90 percent)
2. mentoring or coaching new or struggling teachers (83 percent)
3. developing or selecting programs or materials to support or increase student learning (80 percent)
4. participating in school or district leadership roles (68 percent)

In addition to the benefits to their students, schools and colleagues, NBCTs cited several personal rewards in taking on leadership activities. They enjoy their work more and experience enhanced career satisfaction and an increased desire to continue teaching. They have more influence on education decision-making. As Ed Daniels, NBCT, Early Adolescence/Generalist, New York, notes: "The value of leadership is that teaching becomes a more complete job. Your influence doesn't end when the bell rings. It permeates the system."

2001 Estimated Sources of Revenue



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NBPTS Board of Directors plenary session, Charleston, SC. From left: Bob Chase, President, National Education Association; Nora Brown, Elementary Teacher, Dr. James Naylor School; Lillian Brinkley, Principal Mentor, Norfolk Public Schools; Barbara Bowman, President, Erikson Institute.

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